

## Changes in Kentucky School Testing System

This year has seen many changes in the Kentucky School Testing System and the school and district report cards. Senate Bill 1 (SB1), enacted in the 2009 Kentucky General Assembly, outlines numerous changes to Kentucky's assessment and accountability program. SB1 creates a three-year interim period (2008-09, 2009-10 and 2010-11) and a new state assessment program beginning in 2012. The interim period allows Kentucky time to develop the new assessment system while maintaining components necessary for federal No Child Left Behind (NCLB) reporting.

SB1 suspended the former state assessment and accountability program with its focus on the accountability index and individual growth charts. All public schools in Kentucky, both Title I and Non-Title I, are held accountable for student performance through Adequate Yearly Progress status included in No Child Left Behind (NCLB) reports. Assistance to schools that do not meet AYP will be delivered using the Kentucky Department of Education's Assistance and Support School Improvement Success Team (ASSIST) model. ASSIST teams shall have local district staff collaborating with Kentucky Department of Education staff and other educational partners to support school improvement.

This report card reflects the changes to the system during the interim period. The familiar narratives and most of the data reported in previous years are unchanged. However, the growth chart and the data table supporting it are gone, as well as, data from assessments of writing portfolios, arts and humanities and practical living/vocational studies. These assessments changed from state-required to local-option in spring 2009. All academic indices are gone. Little has been added in the interim, but you will see the state results for the National Assessment of Educational Progress (NAEP) as required by law.

### NCLB Annual Yearly Progress

Student Group	Met Annual Measurable Objectives		Met Participation Rate	Other Academic Indicator
	Reading	Mathematics		
All Students	Y	Y	Y	Y
White (non-Hisp)	Y	Y	Y	
African-American	NA	NA	NA	
Hispanic	NA	NA	NA	
Asian	NA	NA	NA	
Limited Eng Prof	NA	NA	NA	
Free/Red Lunch	Y	Y	Y	
With Disability	NA	NA	NA	
Y=Met the goals N=Did not meet the goals NA=Not applicable S=Safe Harbor, did not make goal but made significant improvement				

For High Schools the Other Academic Indicator is Graduation Rate. For Elementary and Middle Schools the Other Academic Indicator is the overall Classification which covers other content beyond Reading and Mathematics.

-Commonwealth of Kentucky-

# SCHOOL REPORT CARD

## for the 2008-2009 school year



## John Adair Intermediate School

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**School Enrollment: 365**

### Our School Council

Jane Branham	Tricia Cole
Pam Compton	Candice Flatt
Shannon Taylor	Tera White

**Dear Parents/Guardians:** This report card for the 2008-2009 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

**About Our School:** John Adair made AYP for No Child Left Behind in our 10 areas. We received the 2008-09 District Attendance Award. Teachers focus on Core Content and use CATS-like assessments and Learning Checks all year to monitor student performance. Focus is on improving reading with SRA Reading Mastery and Corrective Reading. JAIS contains 3rd, 4th and 5th grades, the first grades assessed with CATS. All grades have 6 core content classes and a rotating class that covers Art, Music, & P.E. We have a Curriculum Resource Specialist to assist with student improvement. Title I has funded a Response to Intervention instructional assistant to help in the areas of reading and math. Universal screeners are used to identify and monitor students with greatest needs. The faculty & staff of JAIS believe that all students can learn and achieve. We believe our school's purpose is to educate all students while fostering growth in social and emotional behaviors, creativity, and independent thinking.

**How We Ensure Educational Equity:** John Adair has goals and activities embedded in each academic area to improve the achievement and learning of all students regardless of gender, race, religion, ethnicity, ability or socioeconomic level. Efforts are made to expose students to non-biased literature and textbooks, and to equip them with the knowledge and skills to make career choices based on individual needs, interests, and abilities. All students are taught to use mathematical, scientific, computerized, and other equipment while being exposed to diversity and equity issues throughout the year through activities that include guest speakers, field trips, videos, and the Internet.

# How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

## Kentucky Core Content

**Tests:** Kentucky's tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school's performance with the schools in our district and throughout Kentucky. For further information on the KCCT Test, performance levels or standards based assessment go to the KDE home page <http://www.education.ky.gov> and click on School Report Card.

Elementary KCCT Test		Reading		Mathematics		Science		Writing On Demand		Social Studies	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Novice	School	3%	2%	11%	9%	3%	1%	8%	2%	6%	7%
	District	4%	3%	12%	12%	6%	2%	9%	4%	11%	11%
	State	6%	6%	10%	10%	7%	6%	7%	6%	11%	10%
Apprentice	School	23%	22%	26%	24%	20%	22%	42%	45%	41%	32%
	District	25%	23%	27%	23%	24%	28%	45%	43%	45%	32%
	State	21%	20%	21%	20%	24%	24%	41%	38%	30%	29%
Proficient Distinguished	School	74%	76%	63%	67%	76%	78%	51%	53%	54%	62%
	District	71%	74%	61%	65%	70%	69%	46%	53%	43%	57%
	State	73%	74%	70%	70%	69%	70%	53%	55%	60%	61%

**Other Measures:** The third component of the Kentucky Testing System is our school's performance in attendance, retention\*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2007-2008 school year.

	Attendance Rate	Retention Rate
School	94.9%	0.0%
District	94.4%	0.3%
State	94.2%	2.6%

\* The percent of students who had to repeat the grade.

**NAEP:** The National Assessment of Educational Progress (NAEP) is also known as "the Nation's Report Card". NAEP has been conducting assessments since 1969 and is the only national assessment of what "America's students know and can do" in various subject areas. NAEP does not report scores for individual students or schools. NAEP bases its results on a sample of students and provides data at the state and national level.

NAEP Achievement Level Percentages				
Grade 4	Below Basic	Basic	Proficient	Advanced
Reading	32%	35%	25%	8%
Mathematics	21%	49%	27%	3%

NAEP Participation Rates		
Grade 4	Students with Disabilities	English Language Learners
Reading	52%	54%
Mathematics	42%	65%

## Our Learning Environment

**School Safety:** Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	0	0	0
Weapons Violations	0	0	0

### Procedures in Place In Our School for Drug and Weapons Detection:

J AIS does not have detection equipment in place. Our District has a School Resource Officer who is available as needed. Considering the age of our students, we have had very few incidents of drugs (most likely tobacco) and weapons (most likely pocket knives). Reports, most of which come from students, are investigated. Procedures in Board Policy are followed as needs arise.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$5,974	14.0:1	94.2%	4.0:1
District	\$10,572	15.0:1	91.0%	3.4:1
State	\$10,301	16.0:1	77.7%	2.8:1

### How We Use Technology To Teach:

Teacher use Study Island, AIMS-Web, and DIBELS to monitor student progress and individualize instruction based on student needs. Other resources include Brain Pop, Promethean Boards, Smart Boards, Qwizdom, and a variety of software including Accelerated Reader, Math Blaster, Schlessinger Science Library, Read and Write Gold, etc. We have a computer lab and a mobile lab. Technology continues to be an area of concern. Classrooms are limited in the number of student work stations. Teachers would like to have a Technology Resource person when using the labs and various software programs.

## Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	325	19	8	1,025

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0.0%	0.9%	1.2%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	1.1%	1.2%
Average Years of Teaching Experience	16.2	15.8	11.7
Number of Teachers certified by the National Board for Professional Standards	0	11	1,506

	B.A./B.S.	M.A./M.S.	Rank I	Specialist	Ph.D./Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	3.2%	41.9%	54.8%	0.0%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** JAIS did not have any state contest results to report. Our Elementary Academic Team District results were Over All 1st place; Quick Recall 3rd; Future Problem Solving 1st place District and 4th place at Regional. District Individuals: 6 1st places; 2 2nd places; 2 3rd places; 2 4th places; Regional Individuals: 1 4th place and 3 Honorable Mentions. The District team received the Hume Sportsmanship Award for the first time.

**Extracurricular Activities:** Camp Casey & S.A.F.A.R.I. offer after school programs; Academic Team; String orchestra instruments program; some Middle/High School teams such as track, golf, & tennis are open to our students. PTA, Family Resource Center & Title 1 work together to provide student and parent programs.

**Awards & Recognitions:** Recognition of students scoring Proficient & Distinguished on CATS and teacher CATS-like assessments; Honor Roll recognition and rewards; Students of the Week; Accelerated Reading; various 4-H awards; Governor's Cup District & Regional awards; Attendance & Subject Area awards. Veterans Day recognitions.

**What We Are Doing To Improve:** Full collaboration for Special needs students. Strong focus on Core Content, On-Demand & Open Response writing. School-wide CATS-like Learning Checks and classroom assessments. SRA Reading Mastery and Corrective Reading, DIBELS, AIMS-Web, GRADE, & G-MADE diagnostics monitor reading & math skills. Principal walk-throughs monitor classroom activities. Title 1 collaborates in math, reading, & writing. ESS Daytime waiver focuses on math.

**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. P + D % is Proficient and Distinguished percent. Scores of groups of ten or fewer students are not reported.

Student Sub-populations	Reading				Mathematics				Science			
	2008		2009		2008		2009		2008		2009	
	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%
All Students	348	73.85	348	75.86	348	62.93	348	66.67	122	76.23	120	77.50
White	318	74.53	323	76.78	318	64.15	323	67.18	115	75.65	107	79.44
African-American	14	-	12	-	14	-	12	-	3	-	6	-
Asian	1	-	1	-	1	-	1	-	1	-	0	-
Hispanic	9	-	9	-	9	-	9	-	1	-	6	-
Free/Red Lunch	183	60.66	202	67.82	183	53.01	202	58.42	68	69.12	74	71.62
Non-Free/Red Lunch	165	88.48	146	86.99	165	73.94	146	78.08	54	85.19	46	86.96
Limited English	2	-	2	-	2	-	2	-	1	-	1	-
Non-Limited English	346	73.70	346	75.72	346	62.72	346	66.76	121	76.03	119	77.31
Disability	56	44.64	46	41.30	56	33.93	46	45.65	23	52.17	19	47.37
Non-Disability	292	79.45	302	81.13	292	68.49	302	69.87	99	81.82	101	83.17
Migrant	2	-	1	-	2	-	1	-	0	-	1	-
Non-Migrant	346	74.28	347	76.08	346	63.29	347	66.86	122	76.23	119	78.15
Female	158	79.11	165	79.39	158	65.82	165	64.24	56	76.79	56	71.43
Male	190	69.47	183	72.68	190	60.53	183	68.85	66	75.76	64	82.81
Percentage Tested	348	100.00	349	99.71	348	100.00	349	99.71	122	100.00	120	100.00

**For Further Information:** To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at <http://www.education.ky.gov>, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.



Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

# Kentucky School Testing System